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A Qualitative Analysis of Innovative Teaching and Counselling Techniques to Foster Early Childhood Growth and Resilience

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Abstract
This study examines the integration of innovative teaching and counseling techniques to promote early childhood growth and resilience, drawing on Constructivist Theory. Unlike previous research that examines these aspects separately, this study provides a holistic perspective. A descriptive, qualitative approach was employed in three kindergartens in Salatiga, Central Java, which were selected for their diverse educational practices. Fifteen experienced educators were purposefully chosen to ensure varied insights.Data collection included systematic observations and in-depth interviews. Observations, conducted over two weeks, documented teaching methods, counseling strategies, and educator-child interactions. Semi-structured interviews, lasting 30–60 minutes, further explored educators' approaches and perceptions. The thematic analysis identified key patterns. Findings reveal that each kindergarten applied unique strategies. One integrated digital storytelling to enhance engagement, while another emphasized emotional regulation to foster resilience. Group activities facilitated collaboration and social learning. The study highlights how combining innovative teaching with adaptive counseling enhances cognitive, social, and emotional development. This study makes a unique contribution to early childhood education by demonstrating the effectiveness of integrating teaching innovations with counseling strategies. Recommendations emphasize the need for diverse teaching methods and adaptive counseling techniques to address various developmental needs, offering valuable insights for educators in enhancing children's resilience and growth.

Keywords: *innovative teaching, counseling techniques, early childhood, resilience, constructivist theory.*

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Introduction

The early years of a child's life are a critical period for cognitive, social, and emotional development. Research indicates that early childhood education (ECE) plays a fundamental role in shaping children's future learning, behavior, and overall well-being (Mondi et al., 2021; Satapathy, 2023). With increasing recognition of the importance of fostering resilience and adaptability in young learners, educators and counselors are constantly seeking innovative approaches to enhance early childhood development. This study seeks to explore how a combination of innovative teaching strategies and counseling techniques, guided by the

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principles of Constructivist Theory, can foster growth and resilience in early childhood education settings.

Constructivist Theory, first proposed by Jean Piaget emphasizes the importance of children actively constructing their own understanding and knowledge through experiences (Erawati & Adnyana, 2024). This theory advocates that learning is an active process in which children explore, experiment, and interact with their environment (Baker et al., 2023). Vygotsky expanded on this notion by introducing the concept of social constructivism, which emphasizes the role of social interaction and collaboration in the learning processs (Topçiu & Myftiu, 2015). These theories form the foundation of modern educational practices that promote child-centered, inquiry-based learning.

Research has highlighted the importance of integrating emotional and social support within educational frameworks to address the holistic development of young children (Apriyansyah et al., 2024). According to Ijadi-Maghsoodi et al. (2017), incorporating emotional regulation and resilience-building strategies into educational programs can significantly enhance children's capacity to cope with challenges and build strong interpersonal skills. Thus, counseling techniques that focus on emotional regulation, conflict resolution, and social interaction have become essential components of early childhood education (Thümmler et al., 2022), complemented academic instruction and supporting children’s overall development.

Despite these advances, research on the combined use of innovative teaching methods and counselling strategies to enhance resilience in early childhood settings remains limited. Previous studies have largely focused on either pedagogical innovations or counselling interventions in isolation. For example, Durak et al., (2017) examined the impact of social learning environments , while Sanders et al. (2020) investigated the role of emotional support in promoting early childhood resilience. However, little attention has been given to the integration of both educational and emotional support strategies in fostering a comprehensive developmental framework.

This study seeks to address this gap by investigating how innovative teaching techniques, particularly those rooted in Constructivist Theory, alongside adaptive counselling practices, can foster early childhood growth and resilience. By examining the experiences of three kindergartens in Salatiga, this research aims to identify best practices and provide a model for educators and counsellors to support children’s social, emotional, and cognitive development in a balanced and integrated manner.

The research questions guiding this study are as follows: (1) How are innovative teaching strategies being implemented in early childhood education settings to foster active engagement and learning? (2) What counselling techniques are used to support children’s emotional regulation and resilience? and (3) How does the integration of teaching and counselling approaches contribute to the holistic development of young children? The findings of this study will provide valuable insights for educators, counsellors, and policymakers who aim to create more effective early childhood programs. Additionally, the research will contribute to the growing body of literature on innovative education and counselling approaches, offering practical strategies for fostering resilience and growth in young learners.

While numerous studies have explored the relationship between innovative teaching strategies and early childhood development, a clear research gap remains in understanding the simultaneous application of Constructivist-based teaching and counseling techniques. A significant body of research is grounded in Constructivist Theory, which emphasizes active, hands-on learning that encourages children to explore, interact, and engage with their environment. Piaget (1952), a pioneer of Constructivist Theory, argued that children learn by actively constructing knowledge through direct interaction with their surroundings. This approach has since been widely adopted in early childhood education, promoting child-centered, inquiry-based learning models.

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One of the key applications of Constructivist Theory in early childhood settings is through collaborative learning activities, such as group-based projects and peer interactions, which have been shown to support cognitive and social growth in young learners. A study by Tekyi-Arhin (2023) demonstrated that play-based and collaborative learning in early childhood settings enhances children's language development and promotes higher-order thinking skills. These activities align with Vygotsky (2010) social constructivism, which emphasizes the role of social interactions in cognitive development.

Emotional regulation and resilience are increasingly recognized as critical components of early childhood development. Studies have demonstrated that children who can manage their emotions effectively are better equipped to cope with challenges, form positive relationships, and succeed in both academic and social settings (Cuerpo, 2024). Gimbert et al. (2021) examined the role of character education programs in fostering emotional resilience among young learners, highlighting the importance of integrating social-emotional learning (SEL) into early childhood curricula.

Moreover, while research by Mesman et al. (2021) conducted a seminal study on emotional support in early childhood education, finding that children who receive adequate emotional and social support from educators and counselors are more likely to develop resilience and emotional stability. Their research emphasized the need for counselling techniques that help children navigate emotional challenges, reduce stress, and build emotional strength. This study laid the groundwork for the inclusion of SEL programs in early childhood education, encouraging the integration of emotional regulation techniques into classroom practices.

While research has been conducted on innovative teaching methods and emotional support strategies independently, studies on their integration are more limited. However, emerging research points to the benefits of combining these approaches. Sy (2024) and Chen (2024) examined the impact of SEL programs alongside academic instruction, finding that children who were supported both academically and emotionally showed significant improvements in overall well-being, academic performance, and social skills. The study concluded that holistic approaches that combine teaching and emotional support are more effective in fostering well-rounded development in young learners.

Similarly, Choi & Dobbs-Oates (2016) and Baardstu et al. (2022) explored the role of teacher-child relationships in early childhood education, showing that positive interactions between teachers and students, combined with emotionally supportive environments, lead to better cognitive and social outcomes. Their research suggests that educators who are attuned to both the academic and emotional needs of children can help foster resilience and adaptability in the face of challenges. The role of counselling in early childhood education has gained attention in recent years, particularly in helping children manage emotional and behavioral difficulties. Wardany, (2024) conducted a study on counselling techniques in early childhood, finding that counselling interventions focusing on emotional regulation, conflict resolution, and social skills training significantly improved children's ability to cope with stress and build interpersonal relationships. This research underscores the importance of providing emotional support and guidance in early education to promote children's long-term social-emotional well-being.

Moreover, Kern & Wehmeyer (2021) found that counselling programs focusing on resilience-building and emotional regulation not only benefit children's immediate social skills but also prepare them to handle future challenges in school and beyond. Their research highlighted the need for early intervention and the importance of integrating counseling support into early childhood education settings.

In addition, there is a notable lack of studies analyzing how the integration of these strategies aligns with national education policies. In the Indonesian context, there has been growing interest in the integration of innovative teaching methods and counseling techniques in early childhood education. Indonesia’s national curriculum, particularly the *Kurikulum*

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Merdeka, encourages a more flexible, student-centered approach to learning that aligns with Constructivist Theory (Adisti & Rozikan, 2024). This shift reflects the government's recognition of the importance of fostering creativity, problem-solving, and social-emotional skills in young learners (Kemendikbud, 2022). A study by Suhendi et al. (2021) and Pujiati (2022) examined the role of play-based learning, rooted in Constructivist principles, in several early childhood education settings in Indonesia. They found that children who engaged in structured play and collaborative learning activities demonstrated improved cognitive and social skills, highlighting the importance of creating interactive and exploratory learning environments. Additionally, Wirahandayani et al. (2023) and Risnawati et al. (2023) explored the effectiveness of emotional regulation techniques in Indonesian preschools, focusing on counselling interventions aimed at managing behavioral issues. Their study emphasized the significance of early intervention through social-emotional learning programs in promoting resilience and emotional well-being among young children. Finally, Alizamar et al. (2018) and Solehuddin (2019) conducted a study on the integration of counselling and pedagogical practices in Indonesian kindergartens. They demonstrated that a holistic approach, combining innovative teaching with emotional support strategies, significantly enhanced children's ability to manage stress, collaborate with peers, and develop strong interpersonal skills. Their findings align with global research suggesting that a balanced combination of academic and emotional support is crucial for early childhood development.

This study aims to bridge these gaps by analyzing how Constructivist-based teaching methods and counseling techniques can be cohesively applied to foster resilience and holistic development in early childhood education. By doing so, it will provide a valuable framework for both practitioners and policymakers in strengthening early childhood education models that align with both theoretical advancements and national education strategies.

Furthermore, these studies also reflect the growing emphasis in Indonesia on incorporating both innovative teaching strategies and counselling techniques into early childhood education, reinforcing the importance of a holistic approach to fostering resilience, emotional regulation, and cognitive growth in young learners. In summary, while much research has been done on both innovative teaching methods and emotional support, studies that explore their integration are still emerging. The combination of these approaches is increasingly recognized as an effective way to foster holistic development in early childhood. This study builds on previous research by examining how innovative teaching techniques and counselling strategies, grounded in Constructivist Theory, can work together to foster growth and resilience in young children.

Methodology

This study employed a descriptive qualitative approach to explore innovative teaching and counseling techniques aimed at fostering early childhood growth and resilience. The research was conducted in three kindergartens in Salatiga, Central Java, selected for their diverse educational practices and commitment to early childhood development. The descriptive qualitative method was chosen to provide a comprehensive understanding of the innovative practices and strategies used in early childhood education. This approach allows for in-depth exploration of educators' perspectives and experiences regarding teaching and counseling techniques that promote children's growth and resilience.

Figure 1 is a schematic diagram illustrating the research methodology:

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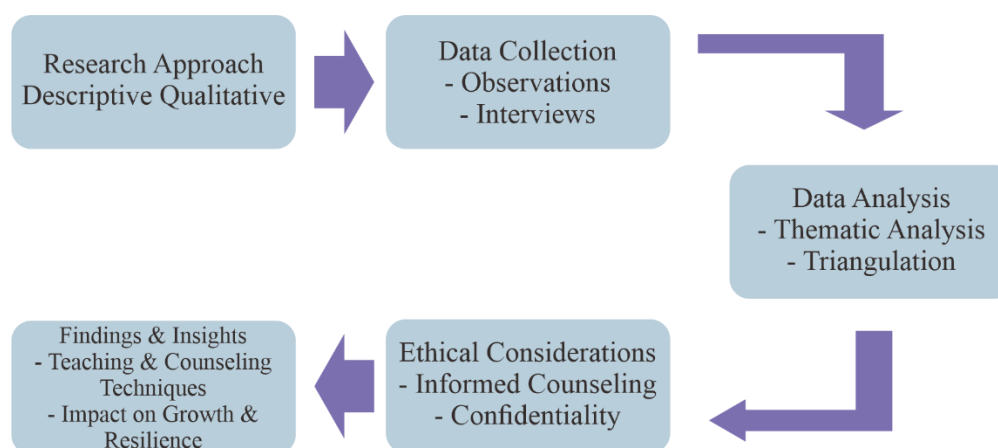
Figure 1. A schematic diagram illustrating the research methodology

Participants

A total of 15 early childhood educators were purposefully selected from the three participating kindergartens. The inclusion criteria for participant selection included: (a) A minimum of three of teaching experience in early childhood education; (b) Demonstrated commitment to integrating innovative practices in their classroom; and (c) Willingness to participate in observations and interviews. Meanwhile, the exclusion criteria included: (a) Educators with less than three years of teaching experience and (b) those who were unwilling to provide consent for participation. The sample comprised a diverse group of educators in terms of age, gender, and teaching background to ensure a wide range of insights.

Data Collection Methods

Two primary data collection methods were employed: 1) **Observations:** Conducted over a two-week period in each kindergarten. Each observation session lasted approximately three hours, documenting teaching practices, counselling techniques, and interactions between educators and children. Field notes captured details about the learning environment, engagement levels, and the use of digital tools and group activities. 2) **In-depth Interviews:** Conducted with selected educators following the observation sessions. Each interview lasted between 30 to 60 minutes and aimed to elicit detailed responses about educators' teaching and counselling techniques, as well as their perceptions of children's growth and resilience. Key interview questions included: a) What innovative teaching strategies do you employ in your classroom?, b) How do you integrate counselling techniques into your teaching?, and c) Can you provide examples of how these methods have positively impacted children's development?

Data Analysis

The study employed thematic analysis to identify common themes and patterns in the collected data. The analysis followed these steps: a) Data Reduction: Researchers transcribed interviews and field notes, then coded relevant segments to highlight key concepts related to innovative teaching and counselling techniques. b) Data Display: The categorize data were organized into thematic matrices to visualize emerging patterns and relationships between teaching strategies and their impacts on children's growth. c) Conclusion Drawing and Verification: The final themes were established based on the frequency and significance of identified codes. Researchers validated the findings through discussions and cross-referencing with existing literature.

To enhance the reliability and validity of the data, the study employed: a) Triangulation: Comparing data from observations, interviews, and field notes to ensure consistency, b) Member Checking: Participants reviewed and confirmed the accuracy of

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transcribed interviews, and c) Expert Validation: Educational experts reviewed the thematic interpretations to ensure credibility.

Ethical Considerations

The study adhered to strict ethical guidelines to ensure the protection of participants' rights and the maintenance of confidentiality. Informed consent was obtained from all participating educators before data collection, ensuring that they fully understood the purpose and procedures of the research. Additionally, participants were informed of their right to withdraw from the study at any time without any consequences. To safeguard confidentiality, pseudonyms were assigned to each participant, and all identifying information was omitted from the final report. These measures were implemented to uphold ethical standards and protect the integrity of the research process.

Limitations

While the qualitative methodology offers rich insights, it is important to recognize its potential limitations. One key limitation is the limited generalizability of the findings. Given the small sample size and the specific context of the study, the results may not be applicable to all early childhood settings. Additionally, qualitative research relies on researchers' interpretations of the data, which may introduce a degree of subjectivity and potential bias. Despite these limitations, the study provides valuable in-depth perspectives that contribute to a deeper understanding of the research topic.
By employing a **descriptive qualitative approach**, this study contributes to the understanding of effective teaching and counseling techniques in early childhood education, ultimately providing valuable insights for educators and practitioners in enhancing children's growth and resilience.

Results and Discussion

This study, conducted in three kindergartens in Salatiga, aimed to explore innovative teaching and counseling methods that support the cognitive, emotional, and social development of young children. Data collection involved systematic observations and in-depth interviews with teachers, providing valuable insights into the educational practices implemented in these settings.

Innovative Teaching Strategies in Early Childhood Education
Use of Digital Storytelling in Kindergarten A

A significant finding in Kindergarten A was the implementation of digital storytelling applications, which transformed the learning experience. Teachers observed that children actively engaged with the application, creating and narrating their own stories. This activity enhanced their creativity, comprehension, and communication skills. The Constructivist Theory suggests that children learn best when they actively participate in the learning process, and this was evident as they demonstrated enthusiasm in sharing their stories with peers.

Table 1. Teacher Interviews on Digital Storytelling in Kindergarten A

Teacher	Interview Excerpt
T1	“We encourage children to build their own narratives using the app. It captires their interest and helps them understand story structure”
T2	“Children are excited to share their stories with their classmates, which strengthens their communication skills and confidence”
T3	“By creating their own digital stories, children develop critical literacy skills, including understanding plot, characters, and sequencing”

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The interviews indicate that digital storytelling is an effective method for fostering early literacy and social interaction. Teachers highlighted how the application allowed children to experiment with language in a playful and engaging manner. By narrating their stories, children demonstrated an improved understanding of narrative flow and character development. Furthermore, the collaborative aspect of digital storytelling encouraged peer discussions, reinforcing both communication skills and social bonds.

Experiential Learning Through Hands-on Activities in Kindergarten B

In Kindergarten B, experiential learning was emphasized through hands-on activities, particularly in science-related explorations like color mixing. Teachers guided children to mix different colors and observe the results, fostering inquiry-based learning. This method helped children grasp fundamental scientific concepts while developing critical thinking skills.

Table 2. Teacher Interviews on Hands-on Learning in Kindergarten B

Teacher	Interview Excerpt
T1	"When children mix colors, they're not just learning about colors; they're understanding cause and effect"
T2	"We encourage children to predict outcomes before mixing colors, helping them develop reasoning and problem-solving skills"
T3	"Experiential learning deepens understanding because children see and experience the results of their actions directly"

Challenges in Digital Learning in Kindergarten C

Kindergarten C faced challenges in balancing digital tool usage with traditional interactive play. Teachers expressed concerns about excessive screen time, which sometimes interfered with social interactions and physical activities.

Table 3. Teacher Interviews on Digital Challenges in Kindergarten C

Teacher	Interview Excerpt
T1	"Digital tools are beneficial, but we must be careful about how much screen time is appropriate"
T2	"Some children struggle to transition from digital tasks to physical activities, which affects their social interactions"
T3	"We are working on setting structured guidelines to balance digital engagement with hand-on learning experiences"

The interviews reveal that while digital tools provide educational benefits, managing screen time remains a concern. Teachers emphasized the importance of balancing technology use with physical play and face-to-face interactions to support holistic development. Strategies such as structured schedules for digital activities and designated time for social play were discussed as potential solutions

Counselling Techniques to Support Emotional Regulation and Resilience
Feelings Corner in Kindergarten A

To support emotional expression, Kindergarten A introduced a "feelings corner," where children could explore and communicate their emotions through drawing, painting, and role-playing.

Teachers observed that the feelings corner provided a therapeutic space for children, helping them process emotions through creative expression. Role-playing further reinforced emotional intelligence by allowing children to act out different scenarios, developing empathy and social skills.

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Table 4. Teacher Interviews on the Feelings Corner in Kindergarten A

Teacher	Interview Excerpt
T1	"This space allows children to express their feelings in a safe environment"
T2	"Through drawing and storytelling, children communicate their emotions in ways they may not be able to verbally"
T3	"Role-playing helps children understand different emotions and empathize with their peers"

Mindfulness Practices in Kindergarten B

Kindergarten B incorporated mindfulness techniques such as guided breathing exercises to help children regulate their emotions and maintain focus.

Table 5. Teacher Interviews on Mindfulness Practices in Kindergarten B

Teacher	Interview Excerpt
T1	"Mindfulness practices help children calm down, especially after energetic activities"
T2	"Children learn to focus on their breathing, which helps them manage stress and stay present"
T3	"These exercise improve attention spans and create a more harmonious classroom environment"

Teachers reported that mindfulness exercises significantly improved children's ability to self-regulate their emotions. By practicing breathing techniques and visualization, children became more adept at calming themselves after high-energy activities. The structured approach also facilitated smoother transitions between play and learning sessions.

Screen Time and Emotional Development in Kindergarten C

In Kindergarten C, challenges in managing screen time impacted the effectiveness of counseling techniques. Teachers observed that excessive digital engagement sometimes limited children's opportunities for emotional expression and face-to-face interactions.

Table 6. Teacher Interviews on Screen Time and Emotional Development in Kindergarten C

Teacher	Interview Excerpt
T1	"Digital tools are beneficial, but we must be cautions about balancing screen time with social play"
T2	"We try to incorporate emotional check-ins, but screen time sometimes distract children from meaningful interactions"
T3	"Setting structured screen time scheduled can help ensure that digital learning does not replace crucial social experiences"

The interviews highlight the need for clear guidelines to balance digital engagement with emotional and social development. Teachers emphasized the importance of interactive play and emotional check-ins to maintain children's well-being while leveraging digital tools.

Integration of Teaching and Counselling Approaches for Holistic Development

The findings across the three kindergartens emphasize that integrating innovative teaching methods with effective counselling techniques fosters holistic child development. The digital storytelling approach in Kindergarten A enhanced cognitive and linguistic skills, while the feelings corner provided an outlet for emotional expression. Similarly, experiential learning in Kindergarten B encouraged critical thinking, complemented by mindfulness exercises that supported emotional regulation. However, Kindergarten C's experience

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highlights the challenges of managing digital engagement, emphasizing the need for structured guidelines to balance technology with social and emotional learning.

Overall, these insights demonstrate that a well-rounded educational approach—combining cognitive, emotional, and social development strategies—is essential for fostering resilient, confident, and engaged young learners.

Pembahasan membahas temuan atau novelty temuan penelitian pada artikel dan menyandingkan/membandingkan temuan dengan hasil penelitian artikel jurnal)relevan sebelumnya. Pada pembahasan hindari penggunaan numbering dan bulleting. Silahkan dibuat menjadi paragraf dengan menambahkan kalimat penghubung. Data pada hasil sebaiknya disajikan dengan grafik atau tabel agar lebih menarik. hindari hal yang konseptual. Pada bagian pembahasan berisi membandingkan dan menyandingkan temuan penelitian dengan penelitian relevan terdahulu, setidaknya kurang lebih 15 baik sumber jurnal nasional maupun internasional bereputasi.

Discussion

The findings of this study underscore the critical role of innovative pedagogical and counseling strategies in fostering early childhood development and resilience. The results indicate that active engagement and emotional support within learning environments are essential components of effective early childhood education.

In the context of Kindergarten A, the integration of digital storytelling applications represents a significant advancement in facilitating creative learning. This approach aligns with Constructivist Theory by Piaget, which postulates that children acquire knowledge most effectively through active participation in their educational experiences (Charisma Islami & Gustiana, 2021; Triantafyllou, 2022; Akyol & Erdem, 2021; Waters-Davies et al., 2024). Observations revealed that children were not merely passive recipients of information but were actively involved in generating and narrating their own stories. This interactive process not only heightened their enthusiasm for learning but also enhanced their communication skills as they shared narratives with their peers. Furthermore, the collaborative dimension of storytelling fostered social interaction and deepened their comprehension of narrative structures. These findings support the notion that digital tools, when strategically implemented, can serve as valuable assets in promoting early literacy and cognitive engagement.

Similarly, in Kindergarten B, the emphasis on experiential learning through hands-on activities, such as color-mixing experiments, further substantiates Constructivist principles. By engaging directly with materials, children were able to explore scientific concepts such as cause and effect through inquiry-based learning. This hands-on methodology encourages the development of critical thinking skills, as children formulated hypotheses and reflected on their observations. The results highlight the pedagogical significance of sensory experiences in early childhood education, demonstrating that meaningful learning occurs when children interact dynamically with their surroundings (Adlerstein Grimberg & Cortazar, 2022; Fan et al., 2024); .

Emotional support mechanisms in both settings also played a pivotal role in nurturing children's emotional intelligence and resilience. In Kindergarten A, the establishment of a designated "feelings corner" provided a structured space for children to articulate their emotions through artistic expression and role-playing activities. This initiative is consistent with psychological theories emphasizing the importance of emotional articulation in the development of emotional intelligence (Garbenis et al., 2020; Wulandari, 2021; Edward, 2024). Observations suggest that this practice facilitated children's ability to recognize and express emotions, thereby fostering empathy and enhancing social cohesion within the classroom. Correspondingly, in Kindergarten B, the integration of mindfulness exercises into daily routines underscores the increasing recognition of emotional regulation as a fundamental component of early childhood development. Guided breathing techniques were observed to

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be particularly effective in assisting children in managing their emotions, particularly following high-energy activities. These findings align with research indicating that mindfulness practices contribute to improved focus and emotional stability in children (Bockmann & Yu, 2023; Duff, 2024; Sy, 2024; Erten & Güneş, 2024; Kusmiran et al., 2024). By equipping children with self-regulation strategies, educators play a crucial role in reinforcing their emotional resilience and overall well-being.

Despite the evident benefits of these innovative pedagogical and counseling interventions, challenges related to digital engagement were particularly evident in Kindergarten C. Educators expressed concerns regarding the balance between screen-based learning and traditional pedagogical approaches, emphasizing the necessity for clear guidelines on digital usage. Existing literature suggests that excessive screen time may have detrimental effects on children's social interactions and physical activity levels (Muppalla et al., 2023). Therefore, a balanced approach is imperative to ensure that digital tools serve as complementary resources rather than substitutes for direct interpersonal engagement. These findings underscore the importance of continuous evaluation and adaptation in the implementation of educational innovations. By maintaining a reflective approach, educators can effectively navigate the complexities of modern early childhood education while ensuring that pedagogical strategies remain aligned with developmental best practices.

The findings of this study provide valuable insights for early childhood educators, policymakers, and curriculum developers in designing and implementing more effective teaching strategies. First, the success of digital storytelling in Kindergarten A suggests that integrating technology into early literacy programs can significantly enhance children's engagement and communication skills. Educators can adapt this approach by curating age-appropriate digital resources and encouraging collaborative storytelling activities that promote both cognitive and social development.

Second, the hands-on, experiential learning approach observed in Kindergarten B highlights the importance of sensory experiences in early childhood education. To maximize its benefits, educators should incorporate more structured inquiry-based activities that allow children to explore scientific and mathematical concepts in a playful, interactive manner. Schools and policymakers should also consider developing resource kits that include materials for hands-on experiments, ensuring equitable access to engaging learning experiences.

Third, the emphasis on emotional intelligence and resilience-building strategies across the kindergartens underscores the necessity of integrating socio-emotional learning (SEL) into early childhood curricula. Establishing dedicated spaces, such as "feelings corners," and embedding mindfulness exercises into daily routines can serve as effective tools for emotional regulation. Teacher training programs should include workshops on SEL strategies to equip educators with the necessary skills to foster emotional well-being among young learners.

Finally, given the concerns raised in Kindergarten C regarding digital engagement, it is crucial to develop clear guidelines for balanced technology use in early childhood settings. Schools should implement structured screen-time policies that ensure digital tools complement, rather than replace, traditional learning experiences. Additionally, parental involvement in regulating digital exposure at home can further reinforce healthy screen habits.

By applying these findings in practical educational settings, early childhood educators and stakeholders can refine pedagogical approaches to better support children's cognitive, social, and emotional growth, ultimately enhancing overall learning outcomes in early childhood education.

Conlusion

This study effectively addresses the three research questions concerning innovative teaching and counselling techniques in kindergartens. Firstly, the integration of digital storytelling apps in Kindergarten A demonstrates how technology can engage children actively, fostering creativity and enhancing their understanding of narrative structure. This

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aligns with Constructivist Theory, emphasizing active participation in learning. Secondly, Kindergarten B's focus on experiential learning through hands-on activities, such as color mixing experiments, illustrates how direct engagement with materials supports critical thinking and helps children understand fundamental concepts like cause and effect. This approach promotes exploration and inquiry, crucial for cognitive development. Lastly, the counselling techniques implemented in both kindergartens, including feelings corners and mindfulness practices, underscore the importance of emotional support in promoting resilience. These strategies help children articulate their emotions and develop coping mechanisms, essential for their emotional intelligence and overall well-being. In conclusion, the findings highlight that combining innovative teaching methods with effective counselling techniques significantly contributes to children's cognitive and emotional growth in early childhood education.

However, this research is subject to certain limitations. The study was conducted within a limited sample of kindergartens, which may not fully capture the diversity of early childhood educational settings. Additionally, data collection primarily relied on observations and educator feedback, which may introduce potential bias. Future research should consider a broader and more diverse sample to examine variations in effectiveness across different educational and cultural contexts. For future research, an extended observation over time is recommended to assess the lasting effects of these innovative teaching and counseling methods on children's development. Additionally, integrating quantitative approaches, such as standardized assessments of cognitive and emotional growth, could provide a more in-depth evaluation of their effectiveness. By addressing these aspects, future studies can further enhance early childhood education practices, ensuring that teaching and counseling strategies remain adaptable to the evolving needs of young learners.

Future research should assess the long-term effects of innovative teaching strategies on children's cognitive and emotional development. Additionally, investigating the impact of specific digital tools on various aspects of learning can provide deeper insights into effective integration practices. Exploring parental involvement and perspectives on digital engagement may also yield valuable information for educators. Ultimately, research aimed at developing clear guidelines for managing screen time and assessing the appropriateness of digital content in early childhood education will be crucial for supporting children's overall well-being and development.

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